**EDAD 5388**

The University of Texas at Arlington

Educational Leadership and Policy Studies

Spring 2016

**Course Meetings:** Blackboard

**Instructor Information:**

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| **Instructor**: | Dr. Diane Patrick | **Phone:** | (817) 272-0988 |
| **Office:** | Hammond Hall (HH), 104D | **Dept Phone:** | (817) 272-2841 |
| **E-Mail:** | dpatrick@uta.edu | **Mailbox:** | Box 19796  701 Planetarium Place  Arlington, TX 76019-0575 |
| **Course Developer :** | Dr. Ifeoma Amah | Dr. Amah will not be an active member of the course during this session. If you have questions, contact course instructor Dr. Diane Patrick | |

**ABOUT YOUR INSTRUCTOR**

My Ph.D. degree in Educational Administration was conferred by the University of North Texas, where my dissertation was entitled, “The Response of a Public School District to Charter School Competition: An Examination of Free-Market Effects.” Educational policy issues, including school finance and governance from PK-16, are particular interests of mine.

After receiving a B.A. degree from Baylor University, my initial public school employment began when I taught sixth grade in the Waco ISD, followed by Richardson ISD. During this time, I also earned my M.Ed. degree from the University of North Texas. Later I taught sixth and third grades in Birdville ISD, followed by three years as Director of Education at a PK-12 psychiatric hospital school. I have served 24 years in various positions of public service: the Arlington School Board for four terms, including four years as President. I was then elected to serve on the Texas State Board of Education. I taught graduate and undergraduate classes at UT-Arlington for 13 years prior to my election in 2006 as State Representative for House District 94, where I served on the Appropriations, Public Education, and Higher Education Committees. In January 2015 I retired from the Legislature, a position which I held for eight years, but I am excited to be back in the world of academia. Last fall I was humbled to be honored by AISD when they named their new school Diane Patrick Elementary. My husband Ned and I met at Baylor University, been married 50 years, and live in Arlington, where he just retired from his dental practice. We have two grown children and seven beautiful and brilliant grandchildren!

**CoURSE Description**

This course involved the examination of positions on policy issues of importance in K-16 public education.

**Instructional Approach:**

This full semester course is designed to be an introduction to education policy issues in the U.S. public schools at the K-16 education levels, emphasizing the policies and institutions that affect educational leaders most directly. This course is critical in nature, meaning that issues such as race, class, gender, privilege, equity principles and social justice will be discussed throughout the semester. While certain concepts and topics may create discomfort, tension, and/or challenge us, the purpose of the readings and the goal of the course requirements are to interrogate the impact of education policy on diverse populations.

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| **student Learning Outcomes:**   |  | | --- | | After completing the course, students will be able to:  1. Gain an understanding of the role of federal, state, and local institutions as well as the process for policymaking as it relates to the U.S. education system.  2. Identify concepts, theories and perspectives used to examine K-16 education policies in public schools.  3. Examine the role of educational leaders and practitioners in using their leadership skills as advocates, makers, and implementers of policies.  4. Enhance their writing, critical thinking, and/or analytical skills. | |

For students seeking principal certification, the course is intended to meet these 2011 standards set by the Educational Leadership Constituent Council for “school building level leaders:”

**ELCC Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

**ELCC Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

**ELCC Standard 6.0:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

**Texbooks and Materials:**

**Course Communication**

This course will use the Blackboard system as a source of communication and information. Please check Blackboard weekly to be aware of announcements, handouts, and other course information. The Blackboard system can be accessed at: <https://elearn.uta.edu/webapps/login/>

**Required Texts:**

Birkland, T.A. (2010). Theories, Concepts, and Models of Public Policy Making. (3rd ed.). M.E. Sharpe, Inc.: Armonk, New York.

Additional readings (e.g. book chapters, academic journal articles, and research in institution and government reports) about critical information related to education policy issues in the public schools are available to download from the course website on Blackboard. You will be asked to draw upon the readings for weekly assignments, papers and the final exam, which ask you to frame problems, provide evidence in support of your arguments, and make policy recommendations.

**Recommended Text:**

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.)*.* Washington, D.C.

**ASSIGNMENTS AND POINTS/PERCENTAGE VALUE:**

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| --- | --- |
| **Title** | **Points / Percentage** |
| Reading Reflection Post and Replies | 20 (4 points for each module) |
| Identity Memo | 10 |
| Policy Memo Summary | 10 |
| Assignment- Annotated Bibliography | 25 |
| Assignment- Final Policy Memo | 35 |
| **TOTAL** | **100** |

**ADDITIONAL COURSE INFORMATION:**

**Writing Requirements:**

For the course assignments you submit, please follow the style guidelines contained in the Publication Manual of the American Psychological Association (APA) (6th ed., 2010). I have also included information about the APA styles guidelines on Blackboard. It is important that all work be cited based on the APA format. **Because of the importance of the issue in academe and the field, any evidence of plagiarism results in an “F” on that assignment, if you do not revise it.  If you choose to revise the assignment, you will have one week to resubmit it once it has been returned.** There will be an automatic reduction of one full letter grade on the revised paper. (For example, if you earn an “A” on the revision, it would end up a “B” and so on). Plagiarism is the use of any one else’s ideas or words without providing appropriate attribution. (See page 15-16 in the APA manual.)

All written assignments should:

• be double-spaced

• be in 12-pt, Times New Roman font

• have standard 1” margins (right margin ragged, left margin justified)

• be in APA format (e.g. title page, header, running head, page number, within text citation, reference page). Additional information on APA Formatting can be found on ELPS library subject guide: [http://libguides.uta.edu/policyissues](https://owa.uta.edu/owa/iaamah@exchange.uta.edu/redir.aspx?C=62a06c940d5b4984be317bd9500af846&URL=http%3a%2f%2flibguides.uta.edu%2fpolicyissues)or in the APA Manual.

• be error-free and grammatically correct

**Note: All written assignments are evaluated on content and quality of the writing.**

**Grading scale:**

To pass, all weekly activities must be completed at an “acceptable” level. Late work and work that has to be revised in order to meet “acceptable standard” will receive a maximum of 5 points per assignment. Students with 90% and above averages will receive an A, Students with averages from 80% - 89% will receive a B. Students with averages from 70-79% will receive a C. Anyone receiving below 70% will have their work reviewed by the instructor / developer as to whether they receive a C or an F or an incomplete.

**Course Policies**

All assignments need to be completed by the deadline unless approved in advance. Guidelines for each assignment are included in the syllabus or provided on Blackboard. Any approved late assignments will be accepted up to 5 days after the assignment is due. Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, a full-letter grade for 2-5 days late. If an extenuating circumstance (e.g. serious personal injury or illness, or a death in the immediate family, etc.) arises that may interfere with a student’s ability to complete an assignment on time, she/he must let the professor and your instructional associate know as soon as possible. If the instructor judges the situation to warrant special consideration, an alternate due date will be negotiated in writing. (Note: You are responsible for your technology/Internet working to ensure work is completed by deadlines).

**Academic Integrity**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents’ Rules and Regulations, Series 50101, Section 2.2).

Papers and assignments will be checked for plagiarism using Safe Assign on Blackboard. If you are unsure as to how to identify plagiarism, please check the UTA library’s website at: http://library.uta.edu/plagiarism/index.html. A tutorial is also available at this site and you are strongly encouraged to review it.

**Additional Plagiarism Web Sites with Examples:**

• Plagiarism Examples **(Rob Toreki, University of Kentucky Department of Chemistry)**

**http://www.chem.uky.edu/courses/common/plagiarism.html#Examples**

• Avoiding Plagiarism **(UC-Davis)**

**http://sja.ucdavis.edu/files/plagiarism.pdf**

• Unacceptable Paraphrases **(Indiana University Writing Tutorial Services)**

**http://www.indiana.edu/~wts/pamphlets.shtml**

**Professional Dispositions:**

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

**Americans with Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

**The Writing Center**

The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. The Writing Center’s hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online by following directions available at [www.uta.edu/owl/appointments](file:///C:\Users\johnsone\AppData\Local\Temp\www.uta.edu\owl\appointments), by calling (817) 272-2601, or by visiting the Writing Center. If you arrive at the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I encourage each of you to use the Writing Center.

**Student Support Services Available**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

**Drop Policy**

If you choose to withdraw from the course for any reason, you must follow University procedures.

**COURSE SCHEDULE:**

**\*\*\* Note: in addition to reading the chapters from the Birkland (2010) book (Reading #1), please remember to select one of the readings from the special topic section (Reading #2) in order to complete your weekly reading posts and replies to your colleagues contributions on blackboard \*\*\***

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| --- | --- |
| **Module 1** | **Due** |
| **READING #1:**  Read Chapters 1 &2 from the Birkland (2010) text.  **ADDITIONAL INFORMATION #2 (Special Topic):**  Select one of the following readings on the **Role of Federal, State and Local Politics of Education** or find your own source of additional information on the special topic. Be sure to properly cite your source.  • Cervantes, A., Creusere, M., McMillion, R., McQueen, C., Short, M., Steiner, M., & Webster, J. (2005). Opening the doors to higher education: Perspectives on the Higher Education Act 40 years later. Retrieved from Texas Guaranteed Student Loan Corporation website: <http://www.tgslc.org/pdf/HEA_History.pdf>.  • Sunderman, G. L. & Kim, J. S. (2007). The expansion of federal power and the politics of implementing the No Child Left Behind Act. *Teachers College* *Record, 109*(5), 1057-1085.  • Usher, A. (2011). Public schools and the original federal land grant program. [A Background Paper from the Center on Education Policy]. Retrieved from Center for Educational Policy website: <http://www.cep-dc.org/>.  • Wong, K. W. (2006). The political dynamics of mayoral engagement in public education. *Harvard Educational Review, 76*(2), 164-177. | 11:59 p.m., Sunday, Feb 7 |
| Briefly introduce yourself to your discussion group.  Reading Reflection Post and Replies | 11:59 p.m., Sunday, Feb 7 |
| Identity Memo | 11:59 p.m., Sunday, Feb 7 |
| **Module 2** | **Due** |
| **READING #1:**  Please read Chapters 3 & 4 from the Birkland (2010) text.  **ADDITIONAL INFORMATION #2 (Special Topic):**  In addition, please select one of following readings on **Educational Finance Reform** or find your own source of additional information on the special topic. Be sure to properly cite your source.  • Alemán Jr., E. (2007). Situating Texas School Finance Policy in a CRT Framework: How “substantially equal” yields racial inequity. *Educational* *Administration Quarterly, 43*(5), 525-558.  • Spring, J. (2002). *Conflict of interests: The politics of American education.* (pp.55-76). New York, NY: McGraw-Hill Higher Education.  • St. John, E. P., Chung, C., Musoba, G. D., Simmons, A. B., Wooden, O.S., & Mendez, J. P. (2004). *Expanding college access: The impact of state finance* *strategies.* Indianapolis, IN: Lumina Foundation for Education.  • The Lumina Foundation for Education, Inc. (2010). The cost quandary: Hard times intensify the nation’s urgent need for college graduates. Retrieved from The Lumina Foundation Organization website: <http://www.luminafoundation.org/publications/Focus-Fall_2010.pdf>. | 11:59 p.m., Sunday, Feb 28 |
| Reading Reflection Post and Replies | 11:59 p.m., Sunday, Feb 28 |
| Policy Memo Summary | 11:59 p.m., Sunday, Feb 28 |
| **Module 3** | Due |
| **READING #1:**  Please read Chapters 5 from the Birkland (2010) text.  **ADDITIONAL INFORMATION #2 (Special Topic):**  In addition, please select one of following readings on the **Standards Based Reform** or find your own source of additional information on the special topic. Be sure to properly cite your source.  • Epstein, J. (2009) Behind the SATs: Optional movement: Context and controversies. *Journal of College Admission*, (204) 8-19.  • Mintrop, H. & Sunderman, G. L. (2009). Why high stakes accountability sounds good and why we keep on doing it anyway. Retrieved from The Civil Rights Project/Proyecto Derechos Civiles at UCLA website:  http://civilrightsproject.ucla.edu/research/k-12-education/nclb-title-i/why-highstakes-accountability-sounds-good-but-doesn2018t-work2014-and-why-wekeep-on-doing-it-anyway/mintrop-high-stakes-doesnt-work-2009.pdf.  • Perna, L.W. & Thomas, S. L. (2009). Barriers to college opportunity: The unintended consequences of state-mandated testing. *Educational Policy, 23*(3), 451-479.  • U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2010). ESEA Blueprint for Reform. Retrieved from the U.S. Department of Education Office of Planning, Evaluation and Policy Development website: <http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf> | 11:59 p.m., Sunday, Mar 20 |
| Reading Reflection Post and Replies | 11:59 p.m., Sunday, Mar 20 |
| Annotated Bibliography | 11:59 p.m., Sunday, Mar 20 |
| **Module 4** | Due |
| **READINGS #1:**  Please read Chapter 6 from the Birkland (2010) text.  **ADDITIONAL INFORMATION #2 (Special Topic):**  In addition, please select one of the following readings on **The Politics of Equity and Excellence** or find your own source of additional information on the special topic. Be sure to properly cite your source.  • Gonzalez, R. (2009). Young Lives on Hold: The College Dreams of Undocumented Students. Retrieved from The College Board Advocacy and Policy Center website:  <http://professionals.collegeboard.com/profdownload/young-lives-on-holdcollege-board.pdf>.  • Lugg, C. (2003). Sissies, faggots, lezzies, and dykes: Gender, sexual orientation, and a new politics of education. *Educational* *Administration Quarterly 39*(1), 95-134.  • Marshall, J. M. (2006). Nothing new under the sun: A historical overview of religion in U.S. public schools. *Equity and Excellence in Education, 39*(3), 181-194.  • Smith, C.D. (2009) Deconstructing the pipeline: Evaluating the school to prison pipeline Equal Protection cases through a Structural Racism Framework. *Fordham Urban Law Journal. XXXVI*, 1009-1049.  • Van Zandt, S. & Wunneburger, D. E. (2010). The relationship between residential land use patterns and the educational outcomes of economically disadvantaged students in Texas. *Urban Education, 46*(3), 292- 331. | 11:59 p.m., Sunday, April 10 |
| Reading Reflection Post and Replies | 11:59 p.m., Sunday, April 10 |
| **Module 5** | Due |
| **READINGS #1:**  Please read Chapter 9 from the Birkland (2010) text.  **ADDITIONAL INFORMATION #2 (Special Topic):**  **S**elect one of the following readings on **Developing a Theoretical Framework for Understanding Education Policy** or find your own source of additional information on the special topic. Be sure to properly cite your source.  • Oakes, J., Welner, K., Yonezawa, S., & Allen, R., (1998). Norms and politics of equity mined reform: Research the “zone of mediation” in A. Hargreaves, A. Lieberman, M. Fullan & D.W. Hopkins (Eds.), *International Handbook of Educational Change* (pp. 953-975). Great Britain: Kluwer Academic Publishers.  • Opfer, D. (2006). Evaluating equity: A framework for understanding action and inaction on social justice issues. *Educational Policy, 20*(1), 271-290.  • Scribner, J., Aleman, E. & Maxcy, B. (2003). Emergence of the politics of education field: Making sense of the messy center. *Educational* *Administration Quarterly, 39*(1), 10-40.  • Stein, S.J. (2004). *The culture of education policy* (pp. 1-25). New York, NY: Teachers College Press. | 11:59 p.m., Sunday, May 1 |
| Reading Reflection Post and Replies | 11:59 p.m., Sunday, May 1 |
| Final Policy Memo | 11:59 p.m., Sunday, May 1 |

**Assignments:** For each module, you will be required to complete the following assignments: Identity Memo (Module 1), Policy Memo Summary (Module 2), Annotated Bibliography (Module 3) and Policy Memo (Module 5). Each assignment will allow you to enhance their learning about course related materials.

Module One - Identity Memo Assignment:

In no more than 3 pages (double-spaced, one-inch margins), please identify a state or national policy issue (e.g. House Bill 5, *NCLB, IDEA, affirmative action, Top Ten Percent Plan, G.I. Bill,* *Development, Relief, Education for Alien Minors (DREAM) Act, or Concealed Carry on School Campuses,* *etc*.) in the K-12 or higher education setting that has or presently shapes your personal and/or professional experiences or about which you have a major concern. Consider the following questions as you write your paper: When did you first become aware of this education policy issue and in what context? How has this issue informed your own academic, personal and/or professional experiences or concerns in the K-12 and/or higher education setting? Do you believe this education policy issue receives enough attention or too much attention? Why or why not? What role do you believe this education policy should play in the educational experiences of majority and non-majority students, faculty, staff, and/or others?

In this paper, the intent is for you to personally and/or professionally relate to policies. How might you have been personally and/or professional effected by policies either to the positive and/or to the negative? What policy issues might you see as having positive effects on you or on society? What policy issues might you see as having negative effects on you or society? As you think about various policies, you should be thinking of the topic on which you have enough passion to explore with the intent to influence policy makers. This could be how policies are implemented at your school or district. This could also be how you would like to influence the policy makers at your school, district, state or national level.

The purpose of the course is for you to decide on the level of your future involvement. Most of you are considering advancement of your career into administration. If so, you must be prepared to become engaged in policy discussions. You must have an understanding of how policies are made, implemented and evaluated.

In this paper, you can also look deeper than the policy itself to beliefs/values and to the problem policies are trying to solve. If everyone had the same beliefs/values, there would be no need for policies because we would all agree. If there were no problems to solve, there would be no need for policies. Of course, we can also disagree on the degree of the problem to be solved. Policy is connected to conflict and conflict resolution.

In this paper, you may agree with a policy but disagree with the implementation of the policy through the rules and/or enforcement of the rules. If so, then you would want to develop an argument for a change in policy or in a change of the rules, etc. You would discuss the intended consequences of the policy but find evidence of unintended consequences to support your argument for change.

**NOTE: As you are going to make a claim/ argument in your final policy paper, please remember you will be providing evidence to support it (i.e. reference it.) Your claim/argument/opinion has to have been informed in some way. When you use information from a source (e.g. academic journal article, book, website, report, etc), please make sure you cite it in the appropriate APA format.**

Module Two - Policy Memo Summary Assignment:

In reflecting on the education policy issues you discussed in your identity paper, develop the policy you selected or think about other policies in the K-12 or higher education field that you want to develop for you policy memo assignment. In no more than 2 double spaced pages, please address the following questions to help you begin to think about your policy memorandum:

 1) What federal or state policy issue have you selected for your policy memo which is due in week/module 5? Remember that federal and state policies have an effect on districts, schools, and classrooms. (**Note:** Remember that this assignment is the selection of a policy issue for you to focus on, but you don’t have to come at your issue from every angle just yet. However, try to identify major debates/ discussions that you want to address on your issue.

 2) What question(s) and/or key information do you hope to address about this policy issue?  Remember you can also include the beliefs/values behind the policy issue or the degree to which there is a problem.

 3) What stakeholder(s) (e.g. policy makers, district officials, practitioners, etc.) do you hope to prepare this policy memo for?  In trying to “change people’s minds” you should also be preparing to understand things from their point of view. However, you have to convince them that they should “change their minds.” If you think they are wrong, you should explain why they are wrong.

 4) What resources do you plan on using to help you learn more about your topic and help you prepare you policy memo?

 5) What other matters do you have regarding your topic that you will need to address for the final policy memo assignment?

**Please remember to use the appropriate APA format for your paper:  no more than 2 double spaced pages, 12 point font, double-spaced, Times New Roman, 1 inch margins, APA format (e.g. Title page, header, running head, page number, within text citation, reference page, etc.). Student must use appropriate grammar, punctuation, and spelling.**

Module 3 - Annotated Bibliography Assignment:

Based on the information you shared in your policy memo summary develop an annotated bibliography of 6-8 resources (e.g. academic journal articles, books/ book chapters; institutional reports, etc.) to help support your arguments about your policy issue. An annotated bibliography are brief, descriptive and evaluative paragraphs that provide a review of the readings for your particular policy issue. In other words, an annotated bibliography allows you to analyze, assess and reflect on the references you plan on using for your policy memo. Therefore, for each annotation please make sure you:   
  
1) List each reference in the appropriate APA format   
2) Briefly address (in a paragraph and in your own words) the following points in 100- 150 words:   
a) evaluate the authority or background of the author(s)  
b) comment on the intended audience  
c) discuss the main points/ findings of the reading  
d) explain the importance or value of the article for your policy memo  
  
After completing your annotated bibliography, please respond to the following question (150-200 words): What arguments can you make about how these resources: 1) are similar and different and 2) inform your next steps towards completing your policy memo.

Examples are located with the Module 3 under Resources.

Module 5 - Policy Memo Assignment:

Write to an education stakeholder (e.g. school official, organization, elected official, or state agency Head or Director).  
  
The memo assignment is designed to be a concise and efficient write-up of an education policy issue. This memo is designed to be no more than 7 pages (Note: Be sure to include a reference page, APA style.) and it should be written as a common memorandum.   
  
A memo (or policy memo) is a document that provides analysis and/or recommendations for a particular audience regarding a particular issue or problem. A well-written memo reflects attention to purpose; it is well organized; and it has a clear, concise style, and it advocates for a particular course of action or policy stance. It is not just a summary of a topic or issue. You should have an audience in mind for your policy memo (typically a policymaker), and you need to think carefully about the needs and expectations of your audience. For example, if your audience is an elected official seeking analysis on a highly technical matter, you should generally assume that the official lacks substantial technical expertise. You will need to define technical terms and provide enough background about the situation you are discussing that such a “lay” audience can grasp your arguments. On the other hand, if you are writing for a technically trained audience, you will waste time and energy providing background information that your readers already know.

Overall, the memorandum should: (1) identify the decision maker by role (i.e. governor, chief state school officer, chancellor, etc.); (2) in one page or less describe a policy problem associated within a K-12 or higher education setting in the state or national level; (3) describe and provide a research-based rationale for policy options to address the problem you describe; and (4) make a recommendation.   
  
Your Policy Memo should:  
• be no more than 7 double spaced pages (excluding references)   
• contain all key information in the first paragraph  
• include the following:

Heading  
Summary  
Background  
Issues  
Options  
Recommendation

* avoid technical jargon

Examples are located with the Module 5 under Resources

**Explanation of Reading Post and Replies:**

The discussion board is an integral part of the course. You are to respond to the weekly readings from the Birkland (2011) text (Reading #1) and a selected journal article/ book chapter/ institutional report (Reading #2). Additionally, you will asked to respond appropriately to at a minimum of two other postings by your colleagues/classmates within your respective groups by acknowledging good points and/or offering different opinions.

**Brief Explanation of Grading:**

Grades are received for each module during the course. The grades received for the assignments (e.g. *Identity Memo, Policy Memo Summary, Annotated Bibliography and Policy Memo*) and discussion board involvement (e.g. *Sharing Information about Yourself post and Reading Post and Replies*) are subjective. Evidence of effort and insight and understandings into the purpose and intent of the learning opportunities will be major factors in the grades received in these areas.

**GRADING RUBRICS:**

The following rubrics will be used to score assignments and discussion posts/ replies

(\* Note: All grading rubrics for the course assignments will be based on a 100-point scale):

**Reading Post And Replies Rubric (Modules 1-5)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Targeted Points Earned**  **(4 points)** | **Acceptable Points Earned**  **(2-3 points)** | **Unacceptable Points Earned (0-1 point)** |
| **Content/ Formatting/ Grammar** | Strong & consistent evidence of meeting or exceeding standards for assignment. | Satisfactory, mostly consistent evidence of meeting standards for assignment. | Little or no evidence of meeting standards for assignment. |

**Standards for assignments:**

Students who receive targeted points on assignments *consistently*:

• address all guiding questions & instructions for assignment

• use clear description to show understanding of topic, including *evidence or examples*

• show *reflection/critical engagement* with the topic and course readings

• Adhere to the APA formatting requirements

• use clear, well-organized writing with correct writing mechanics

**Identity Memo Rubric (Module 1)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Targeted Points Earned**  **(8-10 points)** | **Acceptable Points Earned**  **(5-7 points)** | **Unacceptable Points Earned (0-4 points)** |
| **Content/ Formatting/ Grammar** | Strong & consistent evidence of meeting or exceeding standards for assignment. | Satisfactory, mostly consistent evidence of meeting standards for assignment. | Little or no evidence of meeting standards for assignment. |
| **Score** |  |  |  |

**Standards for assignments:**

Students who receive targeted points on assignments *consistently*:

• address all guiding questions & instructions for assignment

• use clear description to show understanding of topic, including *evidence or examples*

• show *reflection/critical engagement* with the topic and course readings

• Adhere to the APA formatting requirements

• use clear, well-organized writing with correct writing mechanics

**Policy Memo Summary Rubric (Module 2)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Targeted Points Earned**  **(8-10 points)** | **Acceptable Points Earned**  **(5-7 points)** | **Unacceptable Points Earned (0-4 points)** |
| **Content/ Formatting/ Grammar** | Strong & consistent evidence of meeting or exceeding standards for assignment. | Satisfactory, mostly consistent evidence of meeting standards for assignment. | Little or no evidence of meeting standards for assignment. |
| **Score** |  |  |  |

**Standards for assignments:**

Students who receive targeted points on assignments *consistently*:

• address all guiding questions & instructions for assignment

• use clear description to show understanding of topic, including *evidence or examples*

• show *reflection/critical engagement* with the topic and course readings

• Adhere to the APA formatting requirements

• use clear, well-organized writing with correct writing mechanics

**Annotated Bibliography Rubric (Module 3)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tasks** | **Exemplary**  **(20-25 points)** | **Accomplished**  **(15-19 points)** | **Proficient**  **(10-14 points)** | **Developing**  **(5-9 points)** | **Below Expectation**  **(0-4 points)** |
| **CONTENT/ FORMAT/ GRAMMAR** | Strong & consistent evidence of meeting or exceeding standards for assignment. | Very good, consistent evidence of meeting standards for assignment. | Satisfactory, mostly consistent evidence of meeting standards for assignment | Some inconsistent, evidence of meeting standards for assignment. | Little or no evidence of above. |

**Standards for assignments:**

Students who receive exemplary points on assignments *consistently*:

• address all guiding questions & instructions for assignment

• use clear description to show understanding of topic, including *evidence or examples*

• show *reflection/critical engagement* with

• Adhere to the APA formatting requirements throughout paper

• use clear, well-organized writing with correct writing mechanics

**Final Policy Memo Rubric (Module 5)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tasks** | **Exemplary**  **(28-35 points)** | **Accomplished**  **(21-27 points)** | **Proficient**  **(14-20 points)** | **Developing**  **(7-13 points)** | **Below Expectation**  **(0-6 points)** |
| **CONTENT/ FORMAT/ GRAMMAR** | Strong & consistent evidence of meeting or exceeding standards for assignment. | Very good, consistent evidence of meeting standards for assignment. | Satisfactory, mostly consistent evidence of meeting standards for assignment. | Some inconsistent, evidence of meeting standards for assignment. | Little or no evidence of above. |

**Standards for assignments:**

Students who receive exemplary points on assignments *consistently*:

• address all guiding questions & instructions for assignment

• use clear description and arguments to show understanding of topic, including *evidence or examples*

• show *reflection/critical engagement* with the topic as well as course and outside readings

• correct use of APA formatting style requirements throughout paper

• use clear, well-organized writing with correct writing mechanics